

# A LOOK AT ASSESSMENT

VIRGINIA BEACH CITY PUBLIC SCHOOLS



## Our Strategic Goal

Recognizing that the long range goal of the VBCPS is the successful preparation and graduation of every student, the near term goal is that by 2015, 95 percent or more of VBCPS students will graduate having mastered the skills that they need to succeed as 21<sup>st</sup> century learners, workers and citizens.



In order to accurately measure student mastery of core knowledge and demonstration of 21<sup>st</sup> century skills, Virginia Beach City Public Schools (VBCPS) uses a variety of assessments including, but not limited to, performance tasks, multiple choice tests and essays. Many of the assessments students take are required by the state and federal boards of education to measure student progress toward performance benchmarks. Local assessments (locally- and externally- developed) are used to monitor student progress, to differentiate instruction, to identify students for participation in specific programs and to measure students’ mastery of 21<sup>st</sup> century skills.

To help parents better understand the various tests students take, their purpose and why they are important, the school division has developed this informational brochure. Additional information related to testing and test data can be found on [vbschools.com](http://vbschools.com).

ELEMENTARY SCHOOL ASSESSMENT

Name of Assessment	Required, Mandated or Optional	Who Takes It?	What is it and Why is it important?	How are results used?
21ST CENTURY SKILLS				
Integrated Performance Task (IPT)	Required by the Division	Students in grade 4	The IPT is an age-appropriate performance task modeled after the CWRA. Each IPT includes a realistic scenario and documents that students must analyze before responding to three open-ended prompts. Different IPTs are administered twice annually to fourth-grade students.	<i>The fall IPT familiarizes students with a new type of assessment and provides diagnostic results for teachers to plan instruction. The spring IPT is a summative assessment. Spring IPT results in the areas of Critical Thinking, Problem Solving and Written Communication are posted on the VBCPS Parent Portal.</i>
ENGLISH LANGUAGE PROFICIENCY OF ENGLISH LANGUAGE LEARNERS (ELLs)				
NCLB English Language Proficiency Test (ACCESS for ELLs)	State Mandated	Test forms are designed for ELLs in grades K-5	The ACCESS for ELLs is a large-scale test of English language proficiency based on the World-Class Instructional Design and Assessment (WIDA) English Language Development Standards. The ACCESS for ELLs test assesses students’ English language proficiency in five areas: Social and Instructional Language, which incorporates proficiencies needed for general language of the classroom and the school; the language of English Language Arts; the language of Mathematics; the language of Science; and the language of Social Studies. It is a secure assessment given annually during a specific test window determined by the state.	<i>The ACCESS for ELLs results are used to satisfy state and federal requirements for the annual assessment of the English language proficiency of English language learners. The results are used to determine a student’s WIDA English language proficiency level.</i>
ENGLISH/LANGUAGE ARTS				
Kindergarten Spelling Inventory (KSI)	Required by the Division	Students in kindergarten	The KSI measures what students know about the way words work. The assessment consists of five words.	<i>Results are used to inform small-group instruction.</i>
Test of Phonological Awareness (TOPA)	Required by the Division	Students in kindergarten and other select students	The test of phonological awareness includes rhyme, words and syllables (sentences), syllables (single words), blending, phoneme segmentation and pseudo word decoding.	<i>This assessment informs small-group instruction at the emergent and beginning stages of literacy.</i>
Developmental Reading Assessment, Second Edition (DRA2)	Required by the Division	Students in grades K-5	The DRA2 is a preassessment and benchmark assessment administered to all students in the fall to measure reading level gains. The DRA2 is administered midyear and in the spring only to those students who scored at or below the expected level on the previous assessment.	<i>Results are used to inform small-group reading instruction.</i>

Name of Assessment	Required, Mandated or Optional	Who Takes It?	What is it and Why is it important?	How are results used?
ENGLISH/LANGUAGE ARTS				
Phonological Awareness Literacy Screening (PALS)	Required by the Division	Students in Early Discoveries and grades K-3	The PALS is used to determine if additional reading assistance is needed by the PALS instructor for phonological awareness in order to determine intervention for reading fluency and comprehension.	<i>Results are used to provide small-group PALS instruction for 30 minutes per day in a group of five or less for all students who qualify, utilizing PALS benchmarks. The results are also available for classroom teachers to utilize for small group instruction in areas of need for students (both receiving and not receiving direct PALS instruction).</i>
Scholastic Reading Inventory (SRI)	Required by the Division	Students in grades 3-5	The SRI is a multiple-choice, computer-adaptive reading comprehension assessment, developed in partnership with Meta Metrics, Inc., which reports student reading levels using the Lexile measurement format. The SRI uses authentic passages of literature and non-fiction texts for its selections. The Lexiles reported in the SRI assessment provide teachers, students and parents incremental information within band ranges related to their student's reading growth.	<i>The SRI Lexiles allow teachers and administrators to track student progress in reading comprehension and assign each student appropriate reading materials. Because Lexiles can be determined for text, teachers can match student Lexile data to reading materials for a variety of instructional purposes.</i>
Developmental Spelling Analysis (DSA)	Required by the Division	Students in grades 1-5	The DSA measures what students know about the way words work (phonics).	<i>This assessment provides a basis for informing reading instruction and visible data into the invisible world of processing sounds.</i>
HEALTH AND FITNESS				
Health Related Fitness Test	State Mandated	Students in grades 4 and 5	The Fitness Test provides fitness and wellness feedback to teachers and students as well as a calculation of Body Mass Index. The sequential program of physical fitness instruction in Virginia is based on the personal fitness strand in the Standards of Learning that focuses on achievement of a health-enhancing level of physical fitness. Students who participate in effective physical fitness programs will be more likely to develop lifelong habits that promote health and learning.	<i>This assessment provides wellness feedback to teachers and students in order to monitor progress with fitness goals. Results are required by the Virginia Department of Education as part of the fitness mandate in order to monitor fitness and wellness progress for each age group and are used as an indicator to measure functional health.</i>
MATHEMATICS				
Scholastic Math Inventory (SMI)	Required by the Division	Students in grade 5	The SMI is a computer-adaptive mathematics achievement test that determines student readiness to learn mathematics at grade level. The SMI reports a Quantile measurement of student understanding of mathematical concepts.	<i>Results are used to identify students requiring mathematics intervention. Classroom instruction can be differentiated based on prerequisite knowledge measured by the assessment. Results are used as one factor in determining student placement in future mathematics courses. Quantile measures can be used to benchmark student progress over time.</i>
NATIONALLY NORMED				
National Assessment of Educational Progress (NAEP)	Federally Mandated	School selections are based on a representative national sample of the student population for grade 4	The NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. The NAEP provides results on subject-matter achievement, instructional experiences and school environment for populations of students (e.g., all fourth graders) and groups within those populations (e.g., female students, Hispanic students). NAEP does not provide scores for individual students or schools.	<i>The NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year. This permits NAEP to provide a clear picture of student academic progress over time. The NAEP results are reported as The Nation's Report Card. Elected officials, policymakers and educators all use NAEP results to develop ways to improve education.</i>

Name of Assessment	Required, Mandated or Optional	Who Takes It?	What is it and Why is it important?	How are results used?
<b>SCREENING-PLACEMENT</b>				
Extended Day Kindergarten (EDK) Assessment	Required by the Division	Students in kindergarten	The EDK measures kindergarten readiness in reading and mathematics.	<i>Results are used to determine if a student qualifies for the extended day kindergarten program.</i>
Naglieri Nonverbal Ability Test, Second Edition (NNAT2)	Required by the Division	Students in grades 1 and 5 as well as any student in grades 2-4 referred for gifted services	The NNAT2 is a nationally normed, multiple-choice test of nonverbal reasoning and general problem-solving ability. It is a brief measure of general ability that provides a nonverbal ability index and percentile. The NNAT2 is administered by the Gifted Testing Department to screen students for possible placement in the gifted program.	<i>Results of the NNAT2 are used for gifted program screening for all students in grades 1 and 5. Results of the NNAT2 are one component of the profile used for students being referred for gifted program services.</i>
Otis-Lennon School Ability Test, Eighth Edition (OLSAT8)	Required by the Division	Students in grades 1-5 referred for gifted services	The OLSAT8 is a nationally normed, multiple-choice test that measures cognitive abilities related to a student's academic success in school. The test yields an overall school ability index as well as verbal and nonverbal scores.	<i>Results of the OLSAT8 are one component of the profile used for students being referred for gifted program services.</i>
Screening and Placement for Various Programs	Optional	Students in grades 2-5	As part of the placement process, students who apply for the Gifted Dance Education Program at Old Donation Center (ODC) demonstrate their talents through auditions; students who apply for the Gifted Visual Arts Programs at ODC and Virginia Beach Middle School demonstrate their talents through a series of visual arts tasks; and students in grade 5 who apply for the Plaza Middle School International Baccalaureate Middle Years Program (IB MYP) are required to write a short essay that addresses their personal mission statement as learners and why they believe IB MYP is the ideal environment to facilitate their growth as learners.	<i>The results of these assessments are used to determine which students are accepted for admission to the respective programs.</i>
<b>STATE ACCOUNTABILITY</b>				
Standards of Learning (SOL) Tests	State Mandated	Students in grades 3-5	The SOL tests are the state mandated assessments that measure mastery of the Virginia Standards of Learning.	<i>The results of the SOL tests are used for state accreditation and compliance with No Child Left Behind. Students in high school must pass a certain number of SOL tests in order to graduate. Individual student results are used as one measure to make educational decisions. Summary results are used as one measure to guide school improvement actions.</i>

### MIDDLE SCHOOL ASSESSMENT

Name of Assessment	Required, Mandated or Optional	Who Takes It?	What is it and Why is it important?	How are results used?
<b>21ST CENTURY SKILLS</b>				
Integrated Performance Task (IPT)	Required by the Division	Students in grade 7	The IPT is an age-appropriate performance task modeled after the CWRA. Each IPT includes a realistic scenario and documents that students must analyze before responding to three open-ended prompts. Different IPTs are administered twice annually.	<i>The fall IPT familiarizes students with a new type of assessment and provides diagnostic results for teachers to plan instruction. The spring IPT is a summative assessment. Spring IPT results in the areas of Critical Thinking, Problem Solving and Written Communication are posted on the VBCPS Parent Portal.</i>



Name of Assessment	Required, Mandated or Optional	Who Takes It?	What is it and Why is it important?	How are results used?
<b>ENGLISH LANGUAGE PROFICIENCY OF ENGLISH LANGUAGE LEARNERS (ELLs)</b>				
NCLB English Language Proficiency Test (ACCESS for ELLs)	State Mandated	Test forms are designed for ELLs in grades 6-8	The ACCESS for ELLs is a large-scale test of English language proficiency based on the World-Class Instructional Design and Assessment (WIDA) English Language Development Standards. The ACCESS for ELLs test assesses students' English language proficiency in five areas: Social and Instructional Language, which incorporates proficiencies needed for general language of the classroom and the school; the language of English Language Arts; the language of Mathematics; the language of Science; and the language of Social Studies. It is a secure assessment given annually during a specific test window determined by the state.	<i>The ACCESS for ELLs results are used to satisfy state and federal requirements for the annual assessment of the English language proficiency of English language learners. The results are used to determine a student's WIDA English language proficiency level.</i>
<b>ENGLISH/LANGUAGE ARTS</b>				
Writing Pretest	Required by the Division	Students in grades 6-8	The writing pretest is a timed writing assessment that preassesses composition and writing skills for the academic year.	<i>Results inform group and individual writing instruction for the school year.</i>
Scholastic Reading Inventory (SRI)	Required by the Division	Students in grades 6-8	The SRI is a multiple-choice, computer-adaptive reading comprehension assessment, developed in partnership with Meta Metrics, Inc., which reports student reading levels using the Lexile measurement format. The SRI uses authentic passages of literature and non-fiction texts for its selections. The Lexiles reported in the SRI assessment provide teachers, students and parents incremental information within band ranges related to their student's reading growth.	<i>The SRI Lexiles allow teachers and administrators to track student progress in reading comprehension and assign each student appropriate reading materials. Because Lexiles can be determined for text, teachers can match student Lexile data to reading materials for a variety of instructional purposes.</i>
<b>HEALTH AND FITNESS</b>				
Health Related Fitness Test	State Mandated	Students in grades 6-8	The Fitness Test provides fitness and wellness feedback to teachers and students as well as a calculation of Body Mass Index. The sequential program of physical fitness instruction in Virginia is based on the personal fitness strand in the Standards of Learning that focuses on achievement of a health-enhancing level of physical fitness. Students who participate in effective physical fitness programs will be more likely to develop lifelong habits that promote health and learning.	<i>This assessment provides wellness feedback to teachers and students in order to monitor progress with fitness goals. Results are required by the Virginia Department of Education as part of the fitness mandate in order to monitor fitness and wellness progress for each age group and are used as an indicator to measure functional health.</i>
<b>MATHEMATICS</b>				
Scholastic Math Inventory (SMI)	Required by the Division	Students in grades 6-8 enrolled in any course except Geometry Honors	The SMI is a computer-adaptive mathematics achievement test that determines student readiness to learn mathematics at grade level. The SMI reports a Quantile measurement of student understanding of mathematical concepts.	<i>Results are used to identify students requiring mathematics intervention. Classroom instruction can be differentiated based on prerequisite knowledge measured by the assessment. Results are used as one factor in determining student placement in future mathematics courses. Quantile measures can be used to benchmark student progress over time.</i>
<b>NATIONALLY NORMED</b>				
The National Assessment of Educational Progress (NAEP)	Federally Mandated	School selections are based on a representative national sample of the student population for grade 8	The NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. The NAEP provides results on subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., all eighth graders) and groups within those populations (e.g., female students, Hispanic students). NAEP does not provide scores for individual students or schools.	<i>The NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year. This permits NAEP to provide a clear picture of student academic progress over time. The NAEP results are reported as The Nation's Report Card. Elected officials, policymakers and educators all use NAEP results to develop ways to improve education.</i>

Name of Assessment	Required, Mandated or Optional	Who Takes It?	What is it and Why is it important?	How are results used?
NATIONALLY NORMED				
EXPLORE	Required by the Division	Students in grade 8	The EXPLORE assessment is a standardized, curriculum-based, multiple-choice test that includes four areas: English, mathematics, reading and science. In addition to the subject area tests, EXPLORE test takers are administered the UNIACT Interest Inventory to provide information about their educational and career plans for the future.	<i>The EXPLORE and UNIACT results assist schools in advising and counseling students; allow VBCPS to evaluate instructional effectiveness and plan curriculum; and help students as they start thinking about future educational and career planning.</i>
SCREENING-PLACEMENT				
Algebra Readiness Diagnostic Test (ARDT)	Required by the Division	Students in grades 6-8	The ARDT is a computer-adaptive, diagnostic assessment offered by the Virginia Department of Education for middle school students who were not successful in a previous intervention/remediation program, performed below average in the previous year's mathematics program, or did not pass the previous year's SOL mathematics test.	<i>Results are available immediately and provide information correlated to SOL reporting categories. Results are used to develop an intervention program for those students who are most at risk of failing Algebra I.</i>
Naglieri Nonverbal Ability Test, Second Edition (NNAT2)	Required by the Division	Students in grades 6-8 referred for gifted services	The NNAT2 is a nationally normed, multiple-choice test of nonverbal reasoning and general problem-solving ability. It is a brief measure of general ability that provides a nonverbal ability index and percentile. The NNAT2 is administered by the Gifted Testing Department to screen students for possible placement in the gifted program.	<i>Results of the NNAT2 are one component of the profile used for students being referred for gifted program services.</i>
Otis-Lennon School Ability Test, Eighth Edition (OLSAT8)	Required by the Division	Students in grades 6-8 referred for gifted services	The OLSAT8 is a nationally normed, multiple-choice test that measures cognitive abilities related to a student's academic success in school. The test yields an overall school ability index as well as verbal and nonverbal scores.	<i>Results of the OLSAT8 are one component of the profile used for students being referred for gifted program services.</i>
Screening and Placement for Various Programs	Optional	Students in grades 6-8	As part of the placement process, students in grades 6-7 who apply for the Gifted Dance Education Program at Old Donation Center (ODC) demonstrate their talents through auditions; students in grades 6-7 who apply for the Gifted Visual Arts Programs at ODC and Virginia Beach Middle School demonstrate their talents through a series of visual arts assignments; and students in grades 6-7 who apply for the Plaza Middle School International Baccalaureate Middle Years Program (IB MYP) are required to write a short essay that addresses their personal mission statement as learners and why they believe IB MYP is the ideal environment to facilitate their growth as learners. Students in grade 8 who apply for any of the high school academy or Advanced Academy programs are administered different types of assessments (e.g., auditions, traditional paper/pencil tests) depending on the program.	<i>The results of these assessments are used to determine which students are accepted for admission to the respective programs.</i>
STATE ACCOUNTABILITY				
Standards of Learning (SOL) Tests	State Mandated	Students in grades 6-8	The SOL assessments are the state mandated tests that measure mastery of the Virginia Standards of Learning.	<i>The results of the SOL tests are used for state accreditation and compliance with federal mandates. Individual student results are used as one measure to make educational decisions. Summary results are used as one measure to guide school improvement actions.</i>
WORLD LANGUAGES				
Annual Foreign Languages Assessments of Performance (AFLAP)	Required by the Division	Students in Level 1 and Level 2 of a World Language	The AFLAP consists of performance-based assessments that monitor student mastery of World Language standards. Students are assessed in the areas of listening, reading, writing and speaking.	<i>These assessments are used as an end-of-course or final exam for World Language students. The results are also used by teachers and administrators to evaluate the effectiveness of the curriculum and instruction.</i>

HIGH SCHOOL ASSESSMENT

Name of Assessment	Required, Mandated or Optional	Who Takes It?	What is it and Why is it important?	How are results used?
21ST CENTURY SKILLS				
College and Work Readiness Assessment (CWRA)	Required by the Division	Students enrolled in English 11	The CWRA is an authentic performance task that includes a realistic scenario and documents that students must analyze before responding to several open-ended prompts. The CWRA measures how students perform on a task that requires an integrated set of higher-order thinking skills.	<i>Results from the CWRA allow students to see how well they performed in four areas: Analytical Reasoning and Evaluation, Problem Solving, Writing Effectiveness and Writing Mechanics. The results also allow high schools and the school division to compare their students with other high school students across the nation.</i>
AP/IB				
Advanced Placement (AP) Exams	Optional	High school students who choose to take an exam, regardless of whether or not they are enrolled in an AP course.	The AP program allows students to take college-level courses and exams to earn college credit. There are 34 different AP exams that consist of multiple-choice and free response items. All AP exams are optional for students.	<i>Students' AP exam results enhance their college applications and eligibility for scholarships. The results are also used by high schools for advising and counseling students, by VBCPS for evaluating instructional effectiveness and planning curriculum and by colleges to make decisions regarding admissions and scholarships.</i>
International Baccalaureate (IB) Course Exams	Required by IB	IB juniors and seniors in the final year of an IB course	At the end of each course, students sit for an external examination prepared by an International Board of Examiners, which has the final authority on the setting of examinations and the assessment of all candidates for the awarding of the IB diploma. International Baccalaureate course exams are rigorous and performance is measured against prespecified criteria rather than the performance of other students taking the same examinations.	<i>The results are used by high schools for advising and counseling students, by VBCPS and IB for evaluating instructional effectiveness and planning curriculum, by the IB to determine awarding of IB diplomas and by colleges to make decisions regarding admissions, scholarships and course credit or placement.</i>
COLLEGE ENTRANCE				
ACT	Optional	High school students who choose to register.  <i>(NOTE: The ACT is not administered during school hours)</i>	The ACT is a standardized, curriculum-based, multiple-choice achievement test that includes four areas: English, mathematics, reading and science. The ACT writing test is optional. The ACT assesses skills and knowledge taught in high school that are important for success in college.	<i>The results are used by high schools for advising and counseling students, by VBCPS for evaluating instructional effectiveness and planning curriculum and by colleges to make decisions regarding admissions, scholarships and loans, course placement and academic advising.</i>
Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)	Required by the Division	Students in grades 9-11  <i>(Optional for students in grade 9)</i>	The PSAT is a standardized, multiple-choice test that includes three sections: critical reading, mathematics and writing. The test provides practice for the SAT and allows students the opportunity to enter National Merit scholarship programs. Individual PSAT results are helpful for advising and counseling students.	<i>At the high school and division levels, PSAT results are used to evaluate instructional effectiveness and plan curriculum.</i>
SAT	Optional	High school students who choose to register  <i>(NOTE: The SAT is not administered during school hours)</i>	There are two types of SAT tests offered: the SAT (formerly known as the SAT I: Reasoning Test) and the SAT Subject Tests (formerly known as the SAT II: Subject Tests). The SAT is a standardized, multiple-choice test that includes three sections: critical reading, mathematics and writing. The SAT assesses skills students need to be successful in college.	<i>The results are used by high schools for advising and counseling students, by VBCPS for evaluating instructional effectiveness and planning curriculum and by colleges to make decisions regarding admissions, scholarships and loans, course placement and academic advising.</i>

Name of Assessment	Required, Mandated or Optional	Who Takes It?	What is it and Why is it important?	How are results used?
ENGLISH LANGUAGE PROFICIENCY OF ENGLISH LANGUAGE LEARNERS (ELLs)				
NCLB English Language Proficiency Test (ACCESS for ELLs)	State Mandated	Test forms are designed for English language learners in grades 9-12	The ACCESS for ELLs is a large-scale test of English language proficiency based on the World-Class Instructional Design and Assessment (WIDA) English Language Development Standards. The ACCESS for ELLs test assesses students' English language proficiency in five areas: Social and Instructional Language, which incorporates proficiencies needed for general language of the classroom and the school; the language of English Language Arts; the language of Mathematics; the language of Science; and the language of Social Studies. It is a secure assessment given annually during a specific test window determined by the state.	<i>The ACCESS for ELLs results are used to satisfy state and federal requirements for the annual assessment of the English language proficiency of English language learners. The results are used to determine a student's WIDA English language proficiency level.</i>
ENGLISH/LANGUAGE ARTS				
Writing Pretest	Required by the Division	Students in grades 9-12	The writing pretest is a timed writing assessment that preassesses composition and writing skills for the academic year.	<i>Results inform group and individual writing instruction for the school year.</i>
Scholastic Reading Inventory (SRI)	Required by the Division	Students in grade 9 and all students in READ 180  Some students in grades 10-12 are administered the SRI on an as-needed basis	The SRI is a multiple-choice, computer-adaptive reading comprehension assessment, developed in partnership with Meta Metrics, Inc., which reports student reading levels using the Lexile measurement format. The SRI uses authentic passages of literature and non-fiction texts for its selections. The Lexiles reported in the SRI assessment provide teachers, students and parents incremental information within band ranges related to their student's reading growth.	<i>The SRI Lexiles allow teachers and administrators to track student progress in reading comprehension and assign each student appropriate reading materials. Because Lexiles can be determined for text, teachers can match student Lexile data to reading materials for a variety of instructional purposes.</i>
HEALTH AND FITNESS				
Health Related Fitness Test	State Mandated	Students in PE 1, 2, 3, and 4	The Fitness Test provides fitness and wellness feedback to teachers and students as well as a calculation of Body Mass Index. The sequential program of physical fitness instruction in Virginia is based on the personal fitness strand in the Standards of Learning that focuses on achievement of a health-enhancing level of physical fitness. Students who participate in effective physical fitness programs will be more likely to develop lifelong habits that promote health and learning.	<i>This assessment provides wellness feedback to teachers and students in order to monitor progress with fitness goals. Results are required by the Virginia Department of Education as part of the fitness mandate in order to monitor fitness and wellness progress for each age group and are used as an indicator to measure functional health.</i>
MATHEMATICS				
Scholastic Math Inventory (SMI)	Required by the Division	Students enrolled in Algebra I Series or Algebra I Honors	The SMI is a computer-adaptive mathematics achievement test that determines student readiness to learn mathematics at grade level. The SMI reports a Quantile measurement of student understanding of mathematical concepts.	<i>Results are used to identify students requiring mathematics intervention. Classroom instruction can be differentiated based on prerequisite knowledge measured by the assessment. Results are used as one factor in determining student placement in future mathematics courses. Quantile measures can be used to benchmark student progress over time.</i>
MATHEMATICS PLACEMENT TEST				
Virginia Placement Test (VPT) for Mathematics	Optional	Students in grade 11 enrolled in Algebra II and Algebra, Functions, and Data Analysis are eligible	The VPT for Mathematics determines readiness for college mathematics and identifies students who would benefit from taking a capstone course during their senior year.	<i>Results may be used for placement decisions in regards to a mathematics capstone course.</i>
NATIONALLY NORMED				
The National Assessment of Educational Progress (NAEP)	Federally Mandated	School selections are based on a representative national sample of the student population for grade 12	The NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. The NAEP provides results on subject-matter achievement, instructional experiences and school environment for populations of students (e.g., all twelfth graders) and groups within those populations (e.g., female students, Hispanic students). NAEP does not provide scores for individual students or schools.	<i>The NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year. This permits NAEP to provide a clear picture of student academic progress over time. The NAEP results are reported as The Nation's Report Card. Elected officials, policymakers and educators all use NAEP results to develop ways to improve education.</i>



Name of Assessment	Required, Mandated or Optional	Who Takes It?	What is it and Why is it important?	How are results used?
<b>SCREENING-PLACEMENT</b>				
Naglieri Nonverbal Ability Test, Second Edition (NNAT2)	Required by the Division	Students in grades 9-12 referred for gifted services	The NNAT2 is a nationally normed, multiple-choice test of nonverbal reasoning and general problem-solving ability. It is a brief measure of general ability that provides a nonverbal ability index and percentile. The NNAT2 is administered by the Gifted Testing Department to screen students for possible placement in the gifted program.	<i>Results of the NNAT2 are one component of the profile used for students being referred for gifted program services.</i>
Otis-Lennon School Ability Test, Eighth Edition (OLSAT8)	Required by the Division	Students in grades 9-12 referred for gifted services	The OLSAT8 is a nationally normed, multiple-choice test that measures cognitive abilities related to a student's academic success in school. The test yields an overall school ability index as well as verbal and nonverbal scores.	<i>Results of the OLSAT8 are one component of the profile used for students being referred for gifted program services.</i>
Screening and Placement for Various Programs	Optional	Students in grades 9-10	Students in grade 9 who apply for any of the high school academy or Advanced Academy programs are administered different types of assessments (e.g., auditions, traditional paper/pencil tests) depending on the program. Students in grades 9-10 who apply for the International Baccalaureate Program at Princess Anne High School are administered traditional tests.	<i>The results of these assessments are used to determine which students are accepted for admission to the respective programs.</i>
<b>STATE ACCOUNTABILITY</b>				
Standards of Learning (SOL) Tests	State Mandated	Students enrolled in an SOL course	The SOL assessments are the state mandated tests that measure mastery of the Virginia Standards of Learning.	<i>The results of the SOL tests are used for state accreditation and compliance with federal mandates. Students in high school must pass a certain number of SOL tests in order to graduate. Individual student results are used as one measure to make educational decisions. Summary results are used as one measure to guide school improvement actions.</i>
<b>TECHNICAL AND CAREER</b>				
Technical and Career Education (TCE) Industry Credential Assessments	State Mandated (for a Standard Diploma beginning with the freshman cohort of 2012-2013)	Students who have completed a TCE course	Students who complete TCE programs must participate in an approved external assessment that tests technical skills. The assessments include, but are not limited to, AutoCAD, Microsoft Office Specialist, Automotive Service Excellence, Cosmetology State Board, Licensed Practical Nurse, Dental Assisting, National Retail Federation Customer Service Professional, American Association of Family and Consumer Sciences and numerous assessments offered by the National Occupational Competency Testing Institute.	<i>TCE industry credential assessment results are used for local and state reporting purposes and in some cases offer industry certification or state licensure for students. These tests may also be chosen by the student as a verified credit for graduation. The test data are disaggregated by the Office of Technical and Career Education to identify school, program area and industry credential data. This information is used to provide teachers and administrators feedback on curriculum and instructional practice.</i>
Working in Support of Education (WISE) Financial Literacy Certification Test	Required by the Division	Students who have completed the Personal Finance (Financial Management) course	In accordance with the Virginia Department of Education (VDOE), all students must have one credit in Economics and Personal Finance as a graduation requirement for a Standard Diploma or an Advanced Studies Diploma. The WISE Financial Literacy Certification Test is strongly recommended by VDOE and is required for all students who take the Personal Finance (Financial Management) course in Virginia Beach.	<i>Students who pass the WISE Financial Literacy Certification Test may use this towards a student-selected verified credit for graduation.</i>
<b>WORLD LANGUAGES</b>				
Annual Foreign Languages Assessments of Performance (AFLAP)	Required by the Division	Students in Level 1 and Level 2 of a World Language	The AFLAP consists of performance-based assessments that monitor student mastery of World Language standards. Students are assessed in the areas of listening, reading, writing and speaking.	<i>These assessments are used as an end-of-course or final exam for World Language students. The results are also used by teachers and administrators to evaluate the effectiveness of the curriculum and instruction.</i>



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
2512 George Mason Drive  
Virginia Beach, Virginia 23456-0038

**vbschools.com** – your virtual link to Hampton Roads' largest school system

Produced by the Department of Media and Communications for the Department of Planning, Innovation and Accountability.  
For further information, please call (757) 263-1030.

#### Non-Discrimination Statement

Virginia Beach City Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including but not limited to, Policies 2-33, 4-4, 4-43, 5-7, 5-33, 5-44, 6-7, 7-11, 7-48, 7-49 and Regulations 5-44.1, 7-11.1, 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials, and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title IX Coordinator/ Director of Student Activities at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia 23451 (for student complaints) or the Section 540/ ADA Coordinator/Assistant Superintendent of Human Resources at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Director of Guidance Services and Student Records at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia 23456 or the Section 504 Coordinator at the student's school.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Susan Keipe, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1030 (voice); fax 263-1131; 263-1240 (TDD) or email her at [susan.keipe@vbschools.com](mailto:susan.keipe@vbschools.com).



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
A H E A D O F T H E C U R V E

*No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.*

August 2013